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The School Journal.

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TERMS.

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New York, March 29, 1884.

This paper exists because there are important things concerning education that MUST BE SAID.

It is published THIS WEEK because there are things that must be said NOW.

THE imaginative faculty creates the child-world. How careful we should be to see that this world is filled with pure creations. False teaching in any branch is not only wrong in itself, but its positive tendency is to beget immorality. If the child's mind is not properly trained the enemy will come in and take possession.—COL. PARKER.

WE are deeply pained to announce the death of Prof. Edward J. Hallock, of this city, on Saturday last. He was a valuable contributor to this paper, of articles that possess the highest merit, bearing as they do on a rational method of teaching the elementary truths of science. He was an able chemist, a man of high attainments, and yet enthusiastic on the New Education. His death was occasioned by erysipelas.

THE TRYING AGE.—The treatment of children from thirteen to seventeen years of age should be passive rather than active. If there be any signs of physical weakness, do not urge them for a year or two to hard study. If the girl grows morbid or moody, or the lad talks of going to sea, loosen the check-rein a little. Above all, keep the air, physical and moral, clean and sweet; and if they have inherited no fatal taint of vice or disease, they will come through the cloud healthy and strong both in body and mind. *Youth's Companion.*

THE term "Industrial Education" is very likely to be misunderstood. To some it pre-

sents the picture of children at school learning some trade or art in order to be able to earn money immediately upon leaving school. This is not what is meant by the term as used by educators; they mean some manual employment that will educate. Hence the term "creative education" is used by many; others prefer "education through the hand." Let us settle upon one thing—that our schools are founded to train character; they are not to instruct a pupil so he can earn a living.

THERE is to be a Southern "Chautauqua" and we rejoice at the fact. It is to be located at Monteagle, Tenn., and will be under the direction of Prof. J. H. Worman; we deem the selection of director a most happy one, and believe success will follow the enterprise.

But why has no such institution been founded by the teachers? Why was Dr. Vincent the only one to start off in this direction? Why will the teachers of this State, containing 30,000 teachers, do nothing for the improvement of the profession during the summer? Why only meet and have what the Indians call "big talk"?

THE earnest efforts of the Women's Christian Temperance Union have at last been crowned with success. The difficulty, and often impossibility, of providing a cure for existing temperance, gradually led them to look for a preventive. They turned to the schools. There children could gain a scientific knowledge of the effects of alcohol upon the human system. Several Legislatures were accordingly petitioned to pass a Compulsory Temperance Education bill; those of Vermont, New Hampshire and Michigan complied, and now New York has followed their example. Supt. Ruggles sends the text of the bill, which is as follows:

"SECTION 1. Provision shall be made by the proper local school authorities for instructing all pupils in all schools supported by public money, or under State control, in physiology and hygiene, with special reference to the effects of alcoholic drinks, stimulants and narcotics upon the human system.

"SECTION 2. No certificate shall be granted to any person to teach in the public schools of the State of New York after the first day of January, 1885, who has not passed a satisfactory examination in physiology and hygiene, with special reference to the effects of alcoholic drinks, stimulants and narcotics upon the human system.

"The act becomes a law on the twentieth day after its passage, namely, March 30, 1884. Its provisions apply to all District Schools, Union Free Schools, Public Schools organized under special statutes in cities and villages, Normal Schools, Indian Reservation Schools, and Separate Neighborhood Schools. To all pupils in the above named schools, to State pupils in all institutions for the instruction of the deaf and dumb and blind, and to pupils in such Asylum Schools as share in the apportionment of the public school money."

This instruction should be given in an interesting, effective manner, not in the form of exhortations or by story-telling, but as far as possible by experiments which show the

exact nature of alcohol, its presence in all alcoholic beverages and its effects upon animal tissues. Several good text-books upon the subject are already published for the aid of the teacher.

MANY a teacher undervalues his work—perhaps it is the tendency of the majority to believe that their work is a very humble work. No one should allow such an opinion to obtain a hold upon him, for it is a mistake; and more than that, it lessens his usefulness enormously. Lay it down as a rule that no teacher is, will be, or can be, paid for his work in money. No matter how much his salary may be raised, no matter how high a position he may hold, after all, the motive that must actuate him is *the good he is doing.*

Therefore no one who is not pleased with doing good, who does not delight in doing good, is fit to be a teacher. Hence, the teacher must comprehend that he is doing good; that he is very, very useful, and thus put a value upon his work. The whole spirit of the teacher should be founded on a conception of the good he is accomplishing; it should give him patience, enthusiasm, perseverance, kindness; it should nerve him to struggle to be more capable to-day than yesterday; it should cause him to study his pupils and himself.

Very much of the work of the teacher is unseen; his best work is unseen. Examinations cannot reveal his patience, his ingenuity, his moral influence, his encouragement, and his power to enthuse. These are all unseen except by the All-seeing; even the pupils cannot comprehend them. But the teacher knows that he feels deeply and tenderly towards his pupils; it is this feeling that makes him valuable to them. It is not uncommon that this employment of one's devotion yields no return, and the teacher is downcast and feels weak, and doubts whether he is as useful as he dreamed.

There is no seed so precious to sow as devotion to the benefit of another, and none in the world's history has yielded such great crops. This statement is a correct one, though it seems a very broad one. Begin at the homes and see if it is not true there; go from there to the pastors of churches; go thence to the school-room. Think if there ever was a teacher who gave himself to his work that did not get back a glorious reward. The great Teacher is the best example to consider as an answer; and he is the best to hold before one in the school-room. His work was very much such a work as you are doing; and it is a comforting thought that Christ has a special interest in all school rooms.

Your work is a great work; you may be poorly paid, (probably you are paid less than you would be if you had studied the art of cooking) you may be in some forlorn little school-house surrounded with oceans of mud, the walls cracked and the seats battered; perhaps you are never visited by a school officer, (unless it is the Superintendent

ent that frightens you) or even a parent,—you may, in spite of all that be doing a great work—it depends on you self.

"Who sweeps a room as in God's cause,
Makes that and the action fine."

says the poet Herbert, and he says the truth.

For the SCHOOL JOURNAL.

LETTERS FROM NORMALVILLE, No. XX.

ALEXANDER E. FRYE AND HIS WORK.

Mr. Frye was born in North Haven, Maine. His parents removed to Quincy, Mass., in the autumn of 1867, where he attended the public schools, Adam's Academy, and the English High School of Boston, from which he graduated with honor. It was in the year 1878 he met Colonel Parker, and was the first young man to join his Training Class at Quincy. After completing his training course, he attended the Bridgewater (Mass.) State Normal School. Then he was appointed principal of the Quincy School, which position he held three years. After teaching in Boston a short time, he was selected by Col. Parker to assist in the Cook County Normal School. For the past two summers he has had charge of the Geography Department at the Martha's Vineyard Summer School.

Mr. Frye is Principal of the Model School and Grammar Department, and Head of the Geography Department. He is probably the most original and progressive teacher of geography in the country. With Carl Ritter, he aims to observe the forms in Nature about the pupils' homes; to study the relations of these forms to each other, and to the forces at work upon them, as the basis upon which the greater forms and forces that make up the earth's surface and cover it with life, may be studied. To lead the pupils by interesting object lessons and by easy steps to understand that the earth's surface is made up of slopes, and to study the relation of these slopes to rainfall, to the distribution of soil, to vegetation and to animal life. (All of these relations can be discovered under skillful direction, by the children of any school in their own school-yard.) Production and location give use to occupations. A surplus of some products and a scarcity of others calls for exchange of goods between countries. To facilitate commerce, centers of trade were established. These cities must be regulated by laws, and must have schools and churches. Thus the pupils are led to study the civilization of nations.

Happening into Mr. Frye's room one morning, the writer witnessed the teaching of a class in geography. Twenty-five boys and twenty-eight girls, constituting all the pupils of the room, sat in their seats. All belonged to the class. The words "Useful Plants" were written on the board. The pupils were called upon to hold up their hands and to rise whenever they thought of some useful plant, different from any one mentioned by other pupils. The following list was made in a very few minutes: Coffee, sage, cotton, corn, sugar cane, wheat, oats, tea, rice, potato, tomato, Peruvian bark, rosewood, mahogany, vanilla, walnut, bamboo, cocoanut, indigo, tobacco, cacao, rhubarb, ipecac, cucumber, palm, mulberry, cabbage, onion, banana, orange, lemon, pine-apple, date, gooseberry, watermelon, flax, hemp, barley, poppy, olive, cork, pine, maple, oak, hickory. ("Who was called 'Old Hickory'?" is asked at this word. Little pleasantries, jokes occasionally, and questions to draw out thought are made use of by the teacher whenever a word is mentioned that gives occasion for them), grape, cedar ("of Lebanon"), chestnut, peanut, sassafras, cinnamon, apple, huckleberry, pepper, leopard ("the wood of this plant is worth one dollar a pound"), ash, iron wood, manilla, grass, currant, sandalwood, elm, teak, clove, radish, celery, hops, milk, bread-fruit, beans. "Mention no more unless very important." A very few are named, and the list is ended for the day. The list is gone through with a second time for the purpose of indicating the principal use made of each plant. Every pupil is held responsible for his own word, if no other member of the class is able to give the use.

Those used principally for food are marked *F*, those for medicine, *Med.*; for drink, *D.*; for clothing, *C.*; for furniture, *Fur.*; for luxuries, *Lux.*, etc. "Which of the plants is most important for food?" is asked by the teacher. A spirited discussion follows, with the reasons *pro* and *con* as to the merits of corn, rice, wheat and potatoes. The nations using each, and the quantity probably consumed are brought in as arguments. A vote decides in favor of wheat. The class had forgotten about the millions of Chinese using rice, a point brought out by the teacher, and left with the members for future consideration.

In order to assist a little, the question, "What is of most value, gold or iron?" is asked. At first the class thought gold, but soon decide for iron. Another question, "Which is more valuable, air or horses?" is decided in favor of air, though it costs nothing. On another blackboard are written the headings for the fewest divisions of use into which the list of plants may be grouped. It is found that Food, Clothing, Medicine, and Manufactures will contain them all. The pupils assign each plant to its proper head as its name is read from the board. Now the food plants are gone through with, and separated into (a) the staples, and (b) the luxuries.

"Clothing" is taken up, and the general head changed to "Shelter," under which are placed in their appropriate places the plants used for (a) clothing, (b) the home, and (c) fuel. Under the first, cotton, palm, flax, etc., are mentioned; under the second, pine, oak, maple, bamboo, cork, hickory, cedar, etc.; under the third, pine, etc.

The list is gone through with once more, this time for the purpose of finding the parts of the plants used, the names of which go under a general head named "Parts used," under which general head are placed the sub-heads, "Seed," "Leaf," "Flower," "Sap," "Tuber," "Fruit," "Bark," "Wood," "Root." Occasionally some disputed point is referred to a particular pupil for investigation, to be reported at the next lesson.

A third general head, "Where Found," is placed upon the board, and the list passed over once more. The time occupied with this lesson was one hour, during the whole of which every pupil in the room appeared to be thinking on the subject, and to be intently interested. Under the third head, the domains of Natural Philosophy, Climatology, and Geology are entered, without the pupil's knowing that those fields with great names have been entered.

During the whole period of the lesson, there has been an easy and unrestrained interchange of ideas between pupils and teacher, and pupils and pupils. Among other topics brought up and briefly discussed has been that of poison as received from certain poisonous plants, which led to short talks about poisonous fish, reptiles, and the sting of bees, illustrated from the experience of one or more pupils who were anxious to tell their story. Incorrect expressions of speech or of manners have been carefully, yet with much tact, noticed by the teacher. Throughout, an atmosphere has prevailed which would be looked for in a parlor between ladies and gentlemen.

I. W. FITCH.

THE New Education has become a fixed fact; it has come to stay. From every State and Territory comes the cheering testimony of its appearance. But how it is misapprehended! Some deem it a novelty; others see it as a growth of thought. One advantage is, the people are thinking. Some have been practicing the methods of the New Education all their lives; their epitaph is written in the lives of their pupils.

Its success is certain, for it is founded on reason, on common sense, and on sound principles. One of its most convincing points is its simplicity. Educational processes have been loaded down with complications.

Every teacher cannot become a Pestalozzi or a Parker, yet that is no reason why he should not travel in the same educational highway with them.

A. M. BROWN.

"Those schools are best in which the scholars are sure they are making progress."

For the SCHOOL JOURNAL.

THE INTEREST WHICH EDUCATION HAS TO DEVELOP IN THE CHILD'S MIND.

BY EDWARD E. SHEIB, PH.D.

One of the reasons for educating man is the development of his mental faculties; therefore it becomes an object of education to awaken a manifold interest. What is meant by interest? It is opposed to indifference, and has its rise in a common source with the desires, the will, and the aesthetic feelings. It cannot dispose of its object (and it must have an object), like the will or the passions; it merely clings to its object, while desire, eager to grasp its object, strives for something to be attained in the future. Desire ceases the moment that its object is embraced; interest, on the contrary, is developed in the act of contemplation, and hence it belongs to the present. It passes beyond mere contemplation in proportion as the contemplated object engages a larger part of the mind. And this interest, we say, should be as manifold as possible.

Is it not then a contradiction to demand that the individuality of the child should be prescribed and yet require that a great variety of interest should be awakened in the mind? For the interest will take many directions in proportion as its objects are numerous. True, but the center from which these lines diverge remains the same. The many sides of interest awakened shall be as different surfaces of one and the same body, presenting, as it were, the person in many attitudes and in different shades of light; for in the same person, all interest proceeds from the same consciousness; and this unity must never be destroyed. The awakening of many interests is not, as many seem to think, the root of fickleness and inconstancy, nor is that unenviable condition of the minds of those who "have too many irons in the fire," and of the "Jack of all trades," to be charged to the educator who fosters many kinds of interest in the pupil's mind. The fickle man changes each moment, and is not at any time entirely himself. He is wanting in personality, in character, though he gives himself up to every new impression, and follows every whimsical fancy; yet he is not many-sided. Of what kind then shall this interest be which we are to create in the developing mind? Two kinds may be distinguished, corresponding with the two conditions which are to be produced in the mind. There is a sympathetic side and there is a simply intellectual side of the soul. So the objects of interest, or the kinds of interest may be classified. On the one side are placed objects of cognition, the material for the understanding; on the other side are the objects of sympathetic feelings. The one class of objects, the objects of cognition, comprises the sensible world, the manifold, its conformity to laws and its relations; the other class embraces mankind, society, and the relations of both to the laws of morality. An educational system which fails to awaken the interest for either one of these classes of objects fails to perform what it pretends to. The history of education is not without examples of the sympathetic side of man developed at the cost of his intelligence. But it is certainly not necessary to revert to these instances at the present day, when we seem to be losing sight of the fact that man possesses a sympathetic nature, and that it is the first duty of the educational school to develop this side into a moral character.

On Christmas day a bonfire was made on the grounds of the Indian Insane Hospital and all the articles of restraint, the cribs, belts, straight-jackets, etc., were burned. More gentle means are to be used hereafter in dealing with the insane. This movement is typical of the spirit of the times. Humanity is becoming more humane. Even prison discipline is relaxing. Brain, instead of muscle is becoming the controlling power. The movement has reached the schools; only where the unprogressive teacher is found, is discipline maintained solely by punishments. This does not necessitate a state of disorder in the school-room, but it does necessitate more knowledge on the part of the teacher, that he may so operate on the minds of pupils, that they may be under the best kind of self control.

For the SCHOOL JOURNAL.

EXPLANATION AD INFINITUM.

BY MARGARET MILLER.

It is said of the late Dr. Atwater, of Princeton College, that his patience in explaining was literally inexhaustible; that the dullest student might engross him as long as he chose—after class, for instance—trying to get light upon a subject; asking the same questions perhaps over and over, in utter incomprehension; and the big solid Doctor would explain and explain, with absolutely no limit of endurance or even of interest, but with the air of one who expected and wished to keep on explaining till the young man succeeded in understanding;—not a nervous word, not a contemptuous glance, no appearance of doing a favor or of being tired. Yet he was not a mere plodding teacher by any means, but a man burdened with cares and occupations. It was said at his death that there would have to be two men appointed to do his work.

I have not wondered since hearing this account of his teaching, that he was never shaken in his place or in the good will of the students, through his thirty years' Professorship.

Many have great patience, but a patience that is actually unlimited is to the poor slow boy who wishes to learn, just the sure reliance which makes his education possible.

This is a quality which a teacher might acquire, if, as the old colored man said, he were "resolved in his mind" to do so. Even a nervous person can learn, by making a specialty of it, to show no nervousness, and in the end probably to feel none, in some one department of annoyance. I knew a very delicately organized, spoiled young woman who was particularly fretted by noise, so that her maid had learned a stealthy tread and touch as an important part of her duty. But in early married life she fell into poverty, and having to live, with her little children, without a nurse, in one small room, she firmly decided that she would no longer mind any sort of racket, since the children's happiness and health required that they be allowed to run and jump and shout all round her. And almost from that time, she sat there in the midst of them in peace and comfort, noticing and guiding everything, and working hard all day, with nerves no longer set on edge.

So may a teacher, by stern resolution, cease to be worn on, in explaining, by the feeling that his patience has been taxed to about the last pitch of endurance possible for him, having decided once for all that his patience in this shall have no last pitch of endurance.

For the SCHOOL JOURNAL.

A PHOTOGRAPH.

BY F. J. H.

While spending the summer at a little village on the sea coast, I picked up a small photograph. It represented a young lady of twenty years of age, with four or five children grouped about her. I was interested somehow in looking at the face; there was nothing beautiful in it, but there was character. While trying to define my thoughts a friend said: "That girl is much misused."

"Who is she? Is she dead?"

"Her mother lives next door; she died of malignant diphtheria two years ago; she had done a wonderful amount of good in her life."

"Tell me about it."

"She seemed to delight in benefiting others. I was here three years ago and saw her at an evening party. Before she came I heard several express their disappointment at the absence of Mary P—, and so when she came in I found her the center of a group of loving people. Young and old had kind and sweet words for her. She was not handsome or striking in her person or appearance at all, but you felt confidence in her right away. She taught in the public school and in the Sunday-school, and seemed to be a sort of public character; no party or gathering was complete without her."

"Yes; but what was the trait of character that rendered her so popular?"

"I do not say she was popular; it was something

better and higher than that; she seemed to fill a gap, to be just such a person as you wanted at home or anywhere."

"I do not understand now what trait of character she possessed in such an eminent degree."

"I dare say I cannot make it plain. But when you looked at the photograph I saw you were fascinated—"

"No, not fascinated. I saw she was not an ordinary person in mind and character."

"Look again. Do you not see that there is something in her face that tells you she could make those around her happy? You cannot see a selfish trait in that face. You see kindness, goodness, truthfulness, helpfulness, do you not?"

"Yes; I think I do. At the school I suppose, she was considered a good teacher?"

"Never punished; no one came late; children cried if they must stay at home; great efforts to learn just to please Miss P—. Singular, isn't it?"

"I should like to have seen her."

"I have heard several persons say the same when taking up that photograph, and knowing nothing of her or her history. I can see the reason when I see the picture, but I cannot explain it."

"What opportunities for education had she?"

"None. She had been obliged to help very much at home, and so had been to school but little, but she was very intelligent. They came and urged her to take the school; she did it as a favor to the people."

"How about the rest of the family?"

"Oh! they don't amount to anything. They think of very little, and they themselves absorb all that thought."

"I think I see now what were the elements of her greatness, for she was undoubtedly great. She thought much, and the bulk of that was about other people."

"I guess that's it. I know she is greatly missed."

I turned to the photograph with renewed interest. I often turned to that table at leisure moments, and I always sought for that photograph; and I can say it did me much good then and since, to "remember that such as these have lived and died."

TEACHING IS A PROFESSION.—At least it should be—and professional training is as needful to the teacher as to those who practice the other professions of law, medicine, etc. No department needs an experienced and trained teacher more than our primary schools. Children should be taught and trained aright at first, as it is far more difficult to break up wrong habits acquired in the school-room than to teach correct ones. Our best teachers should be in the elementary branches of study. The idea that any one will do to teach small children is erroneous. The time of our children is too precious and their education too important to try experiments. To cram a child's brain with the contents of school books is not the duty of the teacher; but with care and judgment to apportion to each one, such tasks as will develop the intellect and thereby make a rational, thinking being. Here in the public school is seed unplanted, and the growth is largely to be attributed to the primary teacher. Those whose business it is to select teachers are neglecting a solemn duty when they fail in this matter.—J. A. SMITH, *State Supt. of Miss.*

THERE have been men who have attempted to justify the absurdity of paying a woman 25 or 50 per cent. less for doing the same work as a school-teacher as that done by a man; but what possible reason can be given for the practice in Philadelphia of paying the female teachers only once in three months, while the male teachers are paid once a month? We presume that no one will contend that young women are better able to wait for their pay than the men.—*Ex.*

—EVERY sower must one day reap
From the seed he has sown.
How carefully then it becomes us to keep
A watchful eye on the seed, and seek
To sow what is good that we may not weep
One day to receive our own.

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

COURSE OF STUDY.

By F. W. PARKER, Prin. Cook Co. Normal School, Normalville, Ill.

In educating never do anything for the sake of the thing done. On the contrary, do everything for the sake of mental and moral growth.

All learning, good or bad, is by doing. The selection, then, of the right thing to do is of immense importance. By right things are meant those subjects of study and skill which best develop harmoniously the body, mind and soul. *What should be done*, is answered by those subjects that best bring about this end. *When they should be done*, can be answered only by knowing the various stages of growth. *How they shall be done*, is the method.

Let it be remembered first, last, and all the time, that the course of study is for the child, and not the child for the course of study; that no matter what the age, or how many years the child may have been in school, the question of work to be given must be determined by the degree of mental power that it has attained. Any attempt at uniformity of work in a graded system violates at every step the essential conditions of growth. Such a uniformity brings mental death to both pupil and teacher.

The selection of subjects, with the motive of generating power, is one of vast importance. It is safe to say, that anything like a perfect course of study has never been made, and, moreover, will not be made for a century to come. Science, with its wealth of means for development, is hardly out of its swaddling-clothes. It may be asserted by the hardy pioneers of assertion, that science is used, systematically and thoroughly, as a means of growth in our schools; but some acute observers have been unable to discover where this favored place is. The teacher who introduces the teaching of physics into our public schools in a practical way, will do an original and genuine service to the children. Take the time now given to the moanings and groanings of English grammar, for practical discoveries in force and motion, and the results, if the exercises are properly conducted, will give a greater and better command of the English language than four years spent in parsing, defining, and analyzing. Every subject should be selected for its direct bearing upon some power of the mind, and the number of subjects taught should be sufficient to develop every power of the mind. For instance, Reading trains the powers of association and imagination, and is the means of text-book study. Arithmetic is elementary logic. Geography develops the imagination, is the open door to all the sciences, and is the only true foundation to the study of history. History, by the knowledge it furnishes of past action, teaches us how to act. Science trains observation and develops the love and search for truth. Manual skill is the concrete expression of thought, the most explicit and nearest adequate of all the expressions. As all manifestation of thought reacts directly upon the mind, stimulating to renewed action, it follows that expression of thought in the concrete, especially in primary instruction, is best adapted to bring into the mind the clearest sense products, and to relate them in the most discriminating way. Drawing, when taught for its direct influence upon mental growth, stands next to concrete expression as a means of training the powers of observation. Language is last of the list, and in its place is the most important means of thought-manifestation.

But if these three great means of thought-giving are taught simply for the acquisition of skill in itself, they will signally fail in accomplishing that for which they are pre-eminently useful, to wit: the evolution of thought. Teaching which makes skill its aim, is bound to become mechanical, and, on the contrary, teaching which has thought development for its ultimate purpose, can never become so. Under the ideal of quantity every one of these beautiful functions of thought-giving, may be

turned into the driest and dreariest of all drudgeries, clogging and hemming the soul and its power of expression.

The teaching of reading is too often limited to the mechanical naming of words. Drawing is deprived of all life by the vain supposition that a child must be taught to draw straight and curved lines before drawing can be made a means of seeing. Geography has become the memorizing of boundaries and names of places; history that of dates and disconnected facts; each separate study taught for itself and by itself, and without bearing any relation to another. The teacher who endeavors to teach any subject without making all-sided expression of thought an essential factor in his teaching robs his pupil of that which enriches him not, and makes the pupil poor indeed.

A cry is going up all over this land, both from parents and teachers, that children are overcrowded with studies and work. The complaint is a just one. They have far too many for the end in view, that of gaining skill and knowledge; and far too few for the true motive of education, the generation of power.

Each new study has been crowded into courses of study, because some person or persons felt their practical need, and made the demand. Physiology was practical, and in it went in the shape of a textbook, a new means of word-cramming. Drawing was practical and it must be taught; and it was taught; but with no permanent good to the child judging from the cold and lifeless lines, devoid of thought and emotion, which are the result. Of immense practical value, taught with a direct view to its utility, it has nevertheless failed of its purpose from the fact that the teacher knew little or nothing of its educational value. Book-keeping, shorthand, and telegraphy are practical, and their introduction is urged.

This is the prolific cause of our over-pressure of work, with the attendant mental, moral and physical weakness; this teaching of each separate study for its utility alone, isolating it from all others; this losing sight of the unity of all teaching in two common centers, thought and expression, by the teacher; this untiring working for examinations; this cramming the mind of the child with that which has no relation to anything else on earth.

At the present time, the English periodicals are busily discussing the subject of over-pressure more than anything else. They do not discuss methods—they are fixed and unalterable. The English teacher has reached the climax of mental stuffing; to them the road is a straight and sure one. The codes and standards are fixed.

In this country, the slight vacillation between the two ideals of quantity and power is the salvation of the children.

To be continued in the next number.

For the SCHOOL JOURNAL.

THE CULTURE OF THE IMAGINATION.

The ordinary course of study makes no provision for the culture or employment of the imagination, nor does the teacher aim at the imagining faculty in his work. The average teacher hears classes in reading, geography, grammar, etc.; if he is above the average he may look after the memory, judgment, power to classify, etc. This, in many cases, is done upon principle, that is, he values the imagination so little that he neglects it purposely.

But we have come to feel that the imagination is really a productive faculty, a power that is capable of being of service to man. Of course the conclusion that it was a power to serve, might have been formed by finding it in man's mind, for the Creator pronounced his work "good," and man has only been partially able to find how very good the creation really is; but there has been a campaign against prettiness and beauty, and both of these have been supposed to originate in the imagination. There is a great distinction to be made between the fancy and the imagination, yet they are often confounded; the distinction is a very broad one. The products of the imagination are ever marked by thought. A Mottentot or an Indian puts on a dress

THE KING'S CHAMPION. Concluded.

night: In ermined gown he waits the crown That soon shall press his brow, And who shall say the
 night: No, need, no need to try the deed, Whilst I am rid - ing by, For me a - lone the

1st ending. 2d ending.

wearing nay, I wait the answer now. Whoever he be, he'll find in me The champion of the king.
 gauntlet's thrown, I'll foil the foe or die. So ho, so ho, I wait the foe. Who..... (sings). lars defiance bring.

THE THREE DELIGHTS.

1. Birds in the branches high, Sing sweetest mel - o - dy, Hidden from sight; List'ners from far and near, Gather their
 2. Flow'ers in thousands bloom, Rich in their sweet perfume, Scouting the air; They with their colors bright, Give to the
 3. Streams from the mountains high, Onward flow peacefully Down to the vale; Creatures, both man and beast, Come the sweet

4. Say, have you pondered, too,
 What hand so good and true
 Made these delights?
 'Tis the good God above,
 Who in His power and love
 Goodness requites.

that may strike one's attention, but it does not evince purpose in its selection of colors—it is chosen by fancy. A person with a cultured imagination unites thoughts according to the laws of that imagination. It may do this not only with colors (the field usually picked out for it by narrow thinkers), but with all things that can be brought into the mind, such as forms, ideas, word-meanings, sounds; it is done for beauty, for utility, or for science.

1. In the arrangement of lines or forms the child may employ his imagination; for instance, in paper weaving, splint-weaving, or in drawing in the Kindergarten method, and in arrangements of colors.

2. In older pupils drawing will cultivate the imagination, if properly taught; mere copying will not accomplish it. A great variety of exercises may be employed, such as dividing a large square symmetrically, arranging lines and figures symmetrically. Colors may be arranged also. A pupil collected and arranged butterflies and moths in a manner that showed he had much imagination.

3. The use of stories, of the proper kind, is very helpful to train the imagination. Let the teacher read the charming story of Rip Van Winkle to his pupils; read it, in fact, over and over again; it is a beautiful creation. The characters are beyond few of the pupils of the primary grades. When it has been read until all are familiar with it, then question them. Who wrote it? Is it a true history? (It is so natural that many will think it is real.) What might be true? What could not be? Why not? Why does he introduce the supernatural? What kind of a story is it? (An imaginative one.) What is the use of such a story? (To give pleasure.) Any other object? (We are led to sympathize with people.)

To imagine characters like this, furnishes to the mind objects for contemplation; from looking at Rip Van Winkle we conclude others in lowly walks of life have feelings like him; we sympathize with them. Hence the imagination is one of the great means to elevate and broaden the mind.

Take next the story of Little Nell. Read it over and over. The children never will tire of it. They can scarcely be made to believe that no such person really existed. She seems to be a historical personage. How the story makes us enter into sympathy with childhood!

4. Good poetry furnishes instances of the use of the imagination.

"With cowslips wan that hang the pensive head,"

"Still like muffled drums are beating

Funeral marches to the grave."

"Stars that in earth's firmament do shine."

Great advantages arise from cultivating the imagination. How shall we reach people to benefit them if they have no imagination culture? They are like oxen, they only know of food, of shelter, of warmth; they are out of our reach. The imagination furnishes us much of the happiness we enjoy; by cultivating it we open sources of pleasure and delight.

5. In composition much may be done to aid the growth of this noble faculty. The teacher says, "I want you to write what will tend to make us sympathetic with those who are overworked, be it man, woman, child, or animal; it is not necessary that it makes us sad, it is enough that we are rendered thoughtful." In a case like this a little girl imagined a canary bird that tried so hard to do its tasks that it fell dead from its perch. The story was so well told that several of the class wept. Another turned the case to good account, and all came out pleasant.

The field is a large one. The teacher can accumulate pictures in black and white or arrangements of lines to show the operation of the imagination. Also in poetry and prose. Let the pupils know by example what the imagination does.

For the SCHOOL JOURNAL.

LESSON ON ALCOHOL AND THE STOMACH.

Get a fresh calf's or pig's stomach, show it to the pupils, tell them about the membrane that lines it and the glands which secrete the gastric juice; pour into it a little clear water, rinse and pour the water into a vial; the gastric juice will make it look milky. Explain the action of this juice upon foods, and show its importance. Pour into the vial a few drops of alcohol, the white part will settle to the bottom; this is the pepsin, without this the gastric juice cannot dissolve the food. The alcohol then destroys the gastric juice. But does not the alcohol dissolve the food? Let us see. Why do we use alcohol to preserve substances? Because it absorbs the water that is in them and hardens the fibres so that they will not decay. To prove this take two pieces of meat, weigh them and put one in alcohol and one in water; let them remain over night, then take them out, dry them with a towel and weigh again. The one that was in alcohol will weigh less and be smaller than when it was put in. The effect of alcohol in the stomach, then, is to destroy the gastric juice and then harden the food, so that it cannot be digested until enough more gastric juice can be made to dissolve it. This makes double work for the stomach, weakens it and causes disease. But this is not all the harm

it does. Strong alcohol held in your mouth a few minutes will cause it to smart and burn. The alcohol is sucking the moisture out of the tender skin. This is just what it does to the lining of the stomach, only we do not feel it, for the stomach is not so sensitive; but it burns the skin and causes sores. These are not felt, but they make their presence known by blotches on the face, sore eyes, etc., caused by the blood being poisoned; they are often found on examination after death. When a person's stomach is in such a condition as this, he is an easy victim to any disease. He has no strength to resist it.

For the SCHOOL JOURNAL.

SPIRIT CULTURE.

There are men who can teach geometry, algebra, mental philosophy and all that, who are unable to lift the spirit even the slightest. They can pack into the mind the most valuable knowledge, but the spirit is beyond their reach. They can train the judgment and reasoning powers, but they cannot tell the condition of the spirit. Here of course, the term *spirit* means that mental faculty which distinguishes and recognizes duty and responsibility. How shall the spirit be nurtured?

I had a pupil, James, who had many good traits; he was polite, learned his lessons moderately well, and yet I was satisfied that he was sure to be a moral wreck unless he got out of the mire. He was of good family, and appeared to be much attached to me. I was much troubled about him; what could I do?

The spirit recognizes that we live in a world of laws. God made these laws; it is for our happiness that we obey them. When we say "Thy kingdom come" we mean let God's laws be obeyed. Some persons have found out these laws and obey them, and prosper and are happy. There is the law of gravitation which we know it is very important for us to obey. Every animal tries to obey it; if a horse slips he struggles, because he knows he will suffer pain when he comes down.

But the most important laws are those that pertain to our relation to our Maker and our fellow-men. Love God, love each other; these laws if obeyed make men happy. Look around and see. Here is a man that tries to help another; here is one that tries to injure another; which is the happier?

Let a man sit down and look over the histories and biographies and try to find out the happy men. Let him look around among his neighbors and he will see that he who obeys the law of love to God and man is uniformly a happy man.

These points I discussed in a brief concrete form and in a pleasant way. The pupils brought in short pieces of poetry to show the views of the poets on this subject. They were asked to practice these rules. I took an opportunity to talk with James privately after school, and to ask him to practice the rule of kindness to me and to his companions, and to keep account of the results. So far, of course, I had only laid a ground for getting him to think about duty and responsibility.

When I felt the minds of all were ready for an impression I told them this story. "A man while traveling in a wild part of Pennsylvania had gone walking along an unfrequented path, leaving his dog at the hotel; it was a dog he had rather despised. Looking among some great rocks he espied something shining several feet below in a sort of cave. By much effort he crowded himself between the rocks and after a sudden fall found himself surrounded by smooth rocks. Above him was the opening through which he had come. He immediately felt in his heart that it was impossible to get out. He turned to see what it was that had shone so bright and found it was a piece of glass. Some one had thrown an empty bottle into this cave,—this prison. He sat down in silence and misery; he thought of his home and how his friends would wonder about his absence. He saw it was getting dark; night was coming on. By-and-bye he saw a star at the opening. He slept but little. He saw the beautiful day-light in the

opening above him grow brighter. At last, he heard the bark of a dog and in a few minutes he saw his dog looking in and evincing great joy. The dog barked and barked for hours, and then disappeared. What if some one should kill that despised dog for barking and acting in an insane way! For the first time he began to feel dependent on his dog and to pray that he might find some one and bring him back. Just as it was beginning to grow dark, he heard the dog barking again; his heart was overjoyed. Oh! how thankful he felt to his dog! A boy was with the dog and he looked into the opening and was surprised to hear a human voice. Help was got and he was taken out."

I presented these facts so that the pupils felt a deep sympathy with this man. Their hearts' soil was mellow and ready to have seed sowed in it. I pointed out the determination of the man to devote himself to doing right with all earnestness. He had had an opportunity to think, and he felt now desirous to love his maker and his fellow men. He wanted to help every body, he wanted every body to be relieved of trouble and distress.

This story simple as it is outlined, I could see had a powerful effect. It had a good influence on James; he listened intently and gave several long sighs when I spoke of the man's thoughts while imprisoned. It gave the whole school something to think of and lifted them to "higher levels."

It is first necessary to lay a firm foundation in a child's mind as to what right and duty are. Then the sympathies must be reached so as rouse thought to a personal application of the discovered truth. The iron must be heated hot if an impression would be made.

For the SCHOOL JOURNAL.

PLANT LESSONS.—NO. VI.

By ANNA JOHNSON, New York.

ROOTS. (CONTINUED.)

Have pictures of the banyan tree of India, the English ivy, Indian corn, and any other plants which have adventitious roots. If any of the plants can be procured, have them instead of the pictures.

Call the attention of the class to the branches of the banyan tree. Ask what they notice peculiar about this tree. What direction do some of the branches take? Where do they go? What do they do when they reach the ground? Do we have any trees that do so? What do these new roots do for the tree?

What do we call a place where there are a great many trees? What can one tree like this make? It is said that one of these trees has sent out 300 large and 3,000 small stems, and can shelter 3,000 men. What could you do to the branches of this tree without injuring them, that you could not do to the branches of other trees? How many new trees could you make from one old one?

Ask them to notice the stem of the ivy. What do you see besides the leaves? Did you ever notice an ivy on a fence or stone wall? What made it stay there? Of what use then are these fine roots along the stem?

Next call attention to the corn. What do you notice on the lower part of the stem near the ground? Did you ever see the branches of a tree fastened with wire or rope to the ground? Do you know why it was done? Of what use do you think these extra roots are to the corn-stalk? If they did not have them what would happen if the wind blew very strong? Who is it that so wisely provides the plant just what it needs?

Aerial Roots. Where is the usual home of the roots? Do the little roots on the stem of the ivy go in the ground? Then where do some roots live? Roots that grow in the air are called aerial roots.

Show a plant or picture of an orchid. Where are these roots? Has it any roots in the ground? Where do these roots get their food? What kind of a plant may we call it since it gets its food from the air?

MARTIN books, but don't let them master you. Read to no live, live to read.—BULWER LYTTON.

For the SCHOOL JOURNAL.

GENERAL METHODS OF TEACHING DRAWING.—III.

By H. P. SMITH.

(1) *Undivided attention* on the part of the pupil is a first requisite, and this means that the mind must be made alert, wide-awake, eager to watch the teacher's movements. The body may be in position and the child's eye be turned towards you, yet the mind is very likely to be far removed, unless the teaching be as full of life and motion as any game.

Children love surprises. Variety is, indeed, the spice of life for them. This disposition gives the teacher a powerful lever to work with. A single mysterious move often serves to rivet the wandering gaze. Aim to arouse the sluggish mind or reclaim the divided attention of the pupil. I need not urge this, for experience in other lessons must have proved to the teacher the futility of attempting class-work without the fixed attention of the pupil.

(2) *Active interest* must be next awakened, for a child will not long, from sheer curiosity, stretch toward some distant, elusive end. Attention is too volatile for that. It cannot be coaxed or forced to make impossible reaches. If you can place some plain and practical good in view and within grasp, you will not only retain attention, but quicken thought and a desire to do. Make no mistake here. Reach this point quickly, and begin the work the moment they know clearly *what* to do, and *how* to do it. Do not be too quick, yet do not halt for laggards. Have your lesson well-prepared, and you will find it easy not only to attract *attention*, but to concentrate and condense it into *activity*, which if well-guided and not too closely fettered, will become amazingly productive.

(3) *Unabated effort* cannot be too studiously sought from pupils during the entire lesson. Continuity of labor, within proper limits of time, is as necessary as a complete understanding of what is to be done. To obtain this the interest must be sustained. It is a common experience that the plodding, patient, working pupil surpasses the more brilliant one. The tortoise outran the hare, let it be remembered. The point for consideration is not merely how to get a pupil to work, but how to keep him at it with a cheerful purpose, to do what lies within his power.

The very means you may use at first to attract him and awaken interest, will serve further on only to distract him if you do not know when to cease. Set the ball rolling, it will gather momentum of itself as it rolls, if you do not stop it by heedlessly or awkwardly trying to "give it a lift."

How many a man has turned a rolling barrel out of its course by trying to help it on! Have you not been hindered at your work by some kind heart that thrust aid upon you? Beware how you attempt to accelerate mental motion, and when. This needs consummate skill; if awkwardly done original momentum will be lost, and the distance traveled will be not only less than the initial impulse warranted, but likely in a different direction. Be sure to start the pupil right, then let him alone until the force of his desire has abated. The longer this force endures the more successful have you been in arousing active interest. Thus your pupil will best learn to draw by drawing.

(4) *Summary:* Do something to excite instant and eager attention. Get your pupils absorbent, ready to drink in with eyes and ears. Awaken active interest; stimulate mental motion and the desire to do; then beware of interrupting the work. Where listlessness appears, use your utmost tact in sustaining activity throughout the entire lesson. Drive the nail to the head, and clinch it to a turn, but do not clinch and drive until you have split the board.

THE JOURNAL needs nothing more than a little of the earnest personal help of its friends to give it a much larger subscription list for 1894 than it had in 1893. It will make every school-room it enters a better one, in many cases tenfold better.

FOR THE SCHOLARS.

FROGS AT SCHOOL.

RECITATION FOR A CHILD.

Twenty froggies went to school
Down beside a rushy pool—
Twenty little coats of green,
Twenty vests all white and clean,
Master Bullfrog, on a log;
Taught them how to say, "Ker-chog!"
Taught them how to nobly strive,
Likewise how to leap and dive.
Showed them how to dodge a blow
From the sticks that bad boys throw.
Twenty froggies grew up fast,
Bullfrogs they became at last.
Not one lesson they forgot,
Not one dunce among the lot.
Now they sit on other logs,
Teaching other little frogs.

UNSOLVED MYSTERIES.

FOR DECLAMATION.

There are some unsolved mysteries in the problem of life that give me cause for reflection and anxiety. If I were rich I believe I would build me a lonely cell with a store-room like a wholesale grocery, where I might have plenty of help in studying the problems of life. For often and often I wonder and wonder:

Why you always put teaspoons into the vase upside down?

Why is it so wrong to eat pie with a knife?

What Washington said to General Lee at the battle of Monmouth

Why a man who "has gone out of politics" never misses a convention.

What the State would do for penitentiaries if all the rascals should suddenly step up and confess?

Why a woman falls like a flash not two inches from the banana skin she steps on, while a man falls like a cyclone half way round the block, howling like a demon at every plunge.

Why "pure bear's oil" is always cheaper when pork is away down.

Why a man frequently tries to make himself necessary when he would serve humanity much better by making himself scarce?

Why Tom Thumb was always billed as "23 years old" until the day he died, when he made a jump of more than his lifetime?

Whatever became of the "blue-glass" remedy?

I don't believe in philosophy wasting its time on trifles. If the wise men want something useful and practical to ponder over, here are the problems.—R. J. BURDETTE.

GOLDEN THOUGHTS.

[These can be used by the live teacher after morning exercise, or they can be written out and distributed among the class, or one may be written on the black-board each day.]

THE rank is but the guinea's stamp.—BURNS.

'Tis the will that makes the action good or ill.

TRUTH crushed to earth shall rise again.—BRYANT.

KEEP thy shop and thy shop will keep thee.—FRANKLIN.

THE power to do great things arises from willingness to do little things.

REAL glory springs from the silent conquest of ourselves.—THOREAU.

TRUE politeness consists in treating others as you like to be treated yourself.

AN idler is a watch that wants both hands; as useless if it goes as it it stands.

ELECTRICITY in the form of electro-dynamite machines is now used in blasting and tunneling.

GREAT is the art of beginning, but greater the art of ending. Many a poem is marred by a superfluous verse.

BEAUTY of form is naught,
Beauty of soul is everything. —E. L. B.

UNBLEMISHED let me live, or die unknown;
Grant me an honest fame, or grant me none. —POPE.

"BREATHE there the man with soul so dead,
Who never to himself hath said:
This is my own, my native land?" —WALTER SCOTT.

To thine own self be true,
And it must follow as night the day,
Thou canst not then be false to any man. —SHAKESPEARE.

WHAT CONGRESS IS DOING.

The Senate passed a resolution making an appropriation for the suppression of the foot and mouth disease among cattle, considered the bill to aid in the establishment and support of schools and a bill to adjust the salaries of U. S. District Judges.

The House passed a special deficiency bill of \$1,679,000, and the Post Office Appropriation bill; considered the Bonded Whiskey Extension bill, the Lasker resolution and an appropriation for military academies.

Bills were introduced in the Senate providing for the inspection of meats for exportation, and prohibiting the importation of adulterated food and drink, and in the House a bill to prohibit the importation of opium.

NEWS OF THE WEEK.

Mar. 19.—The French have decided to occupy Tonquin as far as the Chinese frontier. A bill is before the Legislature at Albany to prohibit the sale of canned goods that are over one year old.

Mar. 20.—The French limit their campaign in Tonquin to the capture of Hung-Hoa. Gen. Gordon announces that he cannot hold Khartoum.

Mar. 21.—Sir Robert Peel was elected to Parliament from Huntington. The New York Senate committee favors the prohibition of the manufacture and sale of oleomargarine.

Mar. 22.—The 87th anniversary of Emperor William's birthday was celebrated in Germany.

Mar. 23.—The *Zeila*, designed for the flagship in the Greely Relief Expedition, arrived from Scotland. A bill providing for free text-books for school children has become a law in Massachusetts.

Mar. 24.—Khartoum is surrounded by the rebels. Fears are entertained for Gen. Gordon's safety.

Mar. 25.—Levees on the lower Mississippi have burst, and the valley is flooded.
[Discuss the objections to canned goods; investigate the life of Sir Robert Peel and Emperor William; and Mississippi Levees.]

INTERESTING FACTS.

THE steamship *Arizona* carried to Europe \$1,000,000 in gold bars, and \$1,250,000 in double eagles.

THE height and velocity of clouds is now determined by photography; two cameras used. (Explain to pupils.)

ARTIFICIAL ivory is now made from the bones of sheep and goats, and the white skins of kid, deer, etc.

IT is quite customary for people who are ambitious of wearing diamonds, but unable to buy them, to hire them of their jewelers.

FOR some time past the number of openings in Russia for women has been increasing, and women are now working at many branches of industry from which they have hitherto been excluded. They are now seen in clockmaker's and jeweler's shops, but especially in the work-rooms of china painters. This last development is attributed to the influence of a drawing school of the Society for the Encouragement of Artists, where the number of female pupils is increasing from year to year. Several of these women painters on china have organized small work-rooms of their own, where they take pupils.

FEATHER FARMING.—Since 1863 ostrich farming has been a growing business. In South Africa there are now 100,000 domestic ostriches, and they are now being raised in California and Florida. The eggs are about six inches long by five wide, equal in bulk to twenty-four hen's eggs. The chick is hatched in forty-two days, and is about as large as a common hen. In a month it is as large as a turkey, and the feathers begin to appear. The young birds are kind and tractable, but after three years they become vicious, and it is not safe to handle them without blindfolding them. The feathers are cut off once a year generally; with extra care two or even three crops may be obtained. One ostrich will yield about \$45 worth of feathers.

QUEER QUERIES.—What is meant by downward and upward?

Why can you see your breath only a frosty morning?

How can you tie a knot in a bone?

Why is a man shorter in the evening than in the morning?

Why is the sky blue?

What is a Jack o' lantern? What produces it?

Will a clock gain time in the winter or in the summer? Why?

Why does cream rise on milk?

Why do some birds roost on one leg?

What causes corns? What is the cure?

THE WORLD'S INDUSTRIAL AND COTTON CENTENNIAL EXPOSITION is to be held at New Orleans, from the first Monday in December, 1884, until the thirty-first of May, 1885. The object of the exposition is "to provide a means whereby the people of all nations can obtain a knowledge of the resources, capacity, and products of the Southern States of America, and, at the same time, to enable the people of these States to align themselves with the universal spirit of progress which marks the present era."

EDUCATIONAL NOTES.

NEW YORK CITY.

Many very influential citizens have addressed a letter to Mayor Edson, urging the purchase of more park land. Territory north of the Harlem River is recommended. It is a measure that should be favorably considered. The entire Park territory in New York amounts to only 1,094 acres. Philadelphia and Chicago have each 8,000, Berlin 5,000, Vienna 8,000, London 22,000, and Paris 172,000 acres. New York should not be so far behind in so important a matter. The health, culture, and enjoyment of the citizens demand more park room. The only objection that can be urged is the cost, but experience shows that money invested in park lands brings large returns. The creation of parks increases the value of real estate in their vicinity; this increased value yields higher taxes, so that in a few years the added taxation more than pays the cost and maintenance of the park. This has been the case with Central Park and others. Let us have more parks.

ELSEWHERE.

NEBRASKA.—Miss A. E. Howe has been elected principal of the schools of Firth.

Supt. Barringer, of Newark, is the manager for N. J. for the National Association, Madison, Wisconsin, in July next.

IND.—Com. Dobbins, of Shelby Co., has succeeded in grading the schools of his county. Graduating exercises were held for the first time on Mar. 7.

COL.—It is reported that the Presbyterian Church is to establish another college at Denver, and a number of normal schools in adjacent towns. Leadville has a free institute on the plan of the New York Cooper Institute.

WASHINGTON, D. C.—Mrs. J. W. Riddell, who graduated last June from the Normal Kindergarten Institute, has gone to take the Kindergarten department in the Cherokee Orphan Asylum, Indian Territory. Her salary is \$50 per month and board. She writes that she received a warm welcome. The children and people are nearly white.

VA.—Hon. J. L. M. Curry in an address before the Legislature, said that "the need of the public school system in the State to-day was (1) an absolute divorce of the system from party politics. (2) Selection of the best men and women as trustees and teachers. (3) Better teaching, to be provided for by normal schools and teachers' institutes."

MARTHA'S VINEYARD.—The Summer Institute, at Martha's Vineyard, will open its sessions July 18, and continue in session four weeks. Prof. Straight of Normalville, assisted by Mr. Fitz, also of the Faculty, will conduct a course in Pedagogics and Industrial Science. Mrs. Putnam was to have taken charge of the Kindergarten course, but the state of her health may prevent her filling the position.

NEWARK, N. J.—The Primary Teachers' Institute met Mar. 15. Supt. Barringer gave a talk on "How to Teach Physiology," advocating the natural method of teaching by the pupil's own observation, aided by books as manuals. Prof. Ellis showed how to teach rhythm in music. Different phases of the subject of reading were discussed by Messrs. Fort, Day, and Scarlet, and Miss Belcher, who gave a class exercise as illustrative of her method in expression and pronunciation.

NORMALVILLE, ILL.—The third and last term of the year will open April 1, and continue eleven weeks. It is proposed by Mr. Frye to have a display of maps, made by the pupils of the Normal and Grammar departments, on exhibition at the National Association at Madison. Mrs. Parker gave an exceedingly interesting and profitable lecture to an invited audience, under the auspices of the Froebel Society, in Chicago, on Saturday, March 15. Her subject was "Delsarte and his Theory of Expression."

JERSEY CITY.—At the Teachers' Association held Wednesday evening, Mar. 19, Prof. Robt. F. Y. Pierce, of Flemington, delivered a lecture on "Geography and History." His method is to teach these and kindred subjects by *ideal travel*, giving the geography, history, manners, customs, etc., of each country visited. He illustrates his subjects by lectures, class-drills, maps, charts, photographs, engravings, literary selections, stereopticon entertainments, and by studying the emblems of flags. The plan was illustrated by an "ideal tour" through England.

NEW JERSEY.—Supt. William Milligan, of Gloucester Co., offers a prize of \$10 for the best essay on, "What modifications of our common-school system are neces-

sary to elevate teaching to the dignity of a profession, and induce teachers to make it a life work." Conditions: Competitors to be teachers who have taught a year in Gloucester Co. The essay to be submitted to three competent judges, to be appointed as the Association may direct, by June 1st, 1894.

INDIANA.—The Kindergarten is in full operation at Marion, controlled by the school board. There is a strong, public sentiment in its favor. The system will soon be introduced in the schools of Toronto, where at present there is but one kindergarten. The Benton Co. Teachers' Association passed resolutions to petition the Legislature to assess a tax for the purchase of district school libraries; to authorize the State Board of Education to select the books and to issue examination questions upon the subject matter of the same; also to direct trustees to provide suitable places for them.

TEXAS.—They are alive down there; they have set apart 4,200,000 acres of land for the use of schools and asylums; are building new school-houses and furnishing them in a manner that takes one's breath away. Here is an instance: Supt. McGuire was not satisfied with a school-house, he wanted something in it. He appealed to the citizens for contributions. Result: The school received a fine cabinet organ, a calendar clock, matting for the aisles and library room, oil paintings, and two fifteen-gallon water coolers. Still he was not satisfied, and his school gave a "book reception"; the house was lighted, a few selections of recitations, declamations, music, calisthenics, etc., were made from the regular school-work. Citizens were invited to come, see the new house, be entertained, and bring a book! Result: The public school library now contains two hundred volumes. In it are Appleton's Encyclopedia, 16 volumes; Washington's Life and Writings, 12 volumes; and also Dickens' complete works, 15 volumes. Teachers, go and do likewise.

MICH.—Mr. Pattengill, the principal of the Ithaca Union School of Gratiot Co., is doing a remarkable work. Although his was a public school village some of his scholars came 28 and 30 miles, past larger places and better school-houses, and some came from where there were high schools and graduating classes. He is a practical teacher in every sense. On election day he had his scholars vote; some were appointed a board of registration; if any were not registered they swore in their votes. This winter the school-house was destroyed by fire, with it went books, organ, maps, charts, mottoes, pictures and apparatus for philosophy and physiology. But Mr. P. lost by this only one day's time. He took rooms in the church, gave lessons from newspapers until they could get books. He throws his might, mind and soul into his work; he has gumption with a big G, and a great faculty for interesting the scholars. Such a man is of course highly valued. He is in demand; she reads the SCHOOL JOURNAL and educational book; he is found at a teachers' institute.

MISS.—The report of the State Supt. shows progress. It is claimed that improvement in the qualification of teachers has been made, especially of colored teachers. The need of normal schools and institutes is urged. Only five institutes for white teachers are reported during the year, at one of which the expenses were paid by the teachers, who numbered only 25! Wherever the institutes have been held an interest in the work of the schools is noticed. A great obstacle is the ignorance of the local trustees, many of whom can neither read nor write. None should hold this office unless qualified. Mississippi receives \$3,200 of the Peabody Fund for normal schools. The Agricultural and Mechanical College was founded in 1878, opened in 1880, and has had over 400 boys in attendance each year. 85 per cent. of the students belong to the industrial classes. The State Normal School at Holly Springs, established for the training of colored teachers, is now in its fourteenth year. The number of pupils is constantly increasing; it has now 96 in daily and 155 in yearly attendance.

WISCONSIN.—A committee on "What Modifications of the School-Work do the Times Demand?" appointed at a December meeting of the Teachers' Association, state as their convictions, in view of the fact that nine-tenths of the youth are destined to earn their bread by physical labor, that the character of school-work should be of practical utility to this proportion in every-day life. It is the teacher's duty to provide exercises which tend to dexterity of hand and eye, which it is believed may be also adapted to information of the mind. Drawing is related to handicraft as penmanship is to mental craft, and as both are efficient aids in bread-winning, should receive corresponding attention. As country youths have more to do with measurements of land and

its products, purchase, sale and accounts thereof; dimensions of bins, cribs, cisterns, etc.; measurements of material, such as lumber, lime, paint, and plastering, attention should be given to these instead, of to classification and definitions of number. Geography should develop the political, social, climatic, and industrial situations, causes, and consequences. How to teach is equalled in importance by what to teach.

PENN.—Mr. A. P. Southwick, principal of the Mt. Pleasant school, held March 14, an exposition at his school. The difference between this and an exhibition is, he states, that: An exhibition is the display of irregular work of a few pupils, often at the expense of all the regular work of all the pupils, or usually it is rhetorical display by a school. A valuable substitute for this is the exposition, which is an exhibition, by a systematic arrangement, of the regular work of every pupil of every class in such a manner and place as will enable every patron to examine it at leisure, and easily gain therefrom reasonably correct information as to the ability and progress of every child in every class, the capabilities of children of different ages, the degree of advancement they may have attained, the different kinds of work, the manners of working and of methods of instruction. Arithmetical solutions accompanied with drawings; diagrams and topical analyses in history, grammar and literature; samples of penmanship map-drawing to draw pretty accurate maps from memory; pencil drawing and sketching, and vocal music.

THE FROEBEL INSTITUTE.—A meeting of the Froebel Institute of North America will be held July 14, 15, 16 and 17, at Madison, Wis. July 14, Appointment of Committees. July 15, "To what extent can the kindergarten become a part of the public school system?" James MacAlister, Supt. of Schools, Phila.; "What is the purpose and scope of the manual training suggested by Froebel?" Prof. H. H. Straight, Normalville, Ill.; "What benefits may be expected from charity kindergartens?" Prof. John Ogden, Washington, D. C.; "How should efficient training schools be organized?" Miss Sarah A. Stewart, Milwaukee, Wis.; "How can the friends of Froebel be organized for efficient local work?" Hon. John Hitz, Washington, D. C. July 16, "The conflict of the two ideals," Col. F. W. Parker, Normalville, Ill. July 17, "To what extent should primary teachers be familiar with kindergarten methods?" Pres. Irwin Shepard, Winona, Minn. An exhibit of kindergarten work, kindergarten material and appliances will be opened in the Capitol building. The following classes of objects will be received for exhibition: 1. Plans of kindergarten buildings and of gardens connected therewith. 2. Kindergarten furniture, pictures, and charts. 3. Kindergarten material. 4. Books and pamphlets on the subject. 5. Abstracts and "schools of work" by members of training classes. 6. Work done by pupils of kindergartens. 7. Kindergarten work done in advanced grades and primary schools. 8. Historical and descriptive sketches of kindergarten work. 9. Descriptions and plans of nurseries and kindergarten work done in these. Address W. N. Hailmann, LaPorte, Ind.

FOREIGN.

GERMANY.—In almost every state there are schools designed for three classes of citizens, sustained partly by government aid, partly by the cities in which the schools are located, and in some places by industrial unions. (1) The preparatory schools, which are for the children of the laboring classes who are to be artisans or skilled workmen. (2) The trade schools for those who are to be superintendents and proprietors of establishments. This class must learn the organization and administration of works, in addition to what is learned by the first class. (3) The polytechnic schools for engineers. The seventh congress of normal school teachers held in Hanover recently, discussed the character of normal school instruction with relation to pedagogical knowledge and skill.

COLLEGES.—Examinations for admission to Yale College will be held next June at St. Louis, Chicago, Cincinnati, San Francisco, and Andover. The trustees of Columbia College have permitted a young woman to enter one of its highest classes in astronomy, notwithstanding their opposition to co-education.—Prof. Northrup of Yale has been called to the presidency of the Minnesota State University, but has declined the offer. Oxford, Cambridge, Durham and London Universities have opened their doors to women.

RUTGERS COLLEGE.—Prof. Edgar S. Shumway, who several years ago founded the periodical *Latine*, at Potsdam, N. Y., has entered upon the duties of the Latin assistant professorship in Rutgers College, New Brunswick, N. J., to which he was recently elected.

LETTERS.

The Editor will reply to letters and questions that will be of general interest, but the following rules must be observed:

1. Write on one side of the paper.
2. Put matter relative to subscription on one piece of paper and that to go into this department on another.
3. Be pointed, clear and brief.
4. Mathematical puzzles are not desirable.
5. Enclose stamp if an answer by mail is expected. Questions worth asking are worth putting in a letter; do not send them on postal cards.

What authority has a teacher over her scholars on their way to and from school? Can she punish for the misconduct of the scholars while they are going home?

C. W. B.

[The teacher is said to have "concurrent authority" with the parent over pupils on their way to and from. In most district schools no fault would be found if the teacher punished the pupil for misconduct on the way home or to school, but it is not a settled matter, like misconduct in the school-house. We would advise no teacher to punish under such circumstances. It is the parents' business to get the pupils to school, and the teacher's business then and there to teach and manage them.—Ed.]

(1) Which is the better mode of writing the name of studies, with or without capitals? The best authority we can find about it is with either. (2) Which is the best authority on Grammar, and (3) which is the better lexicographer, Webster or Worcester? J. B. A.

[(1) It is usual to write the studies with caps,—"I love Reading," "I pursue Reading, Grammar," etc. (2) All standard works are good authority; but Brown's "Grammar" is more referred to than any other. (3) Webster is more used, but both are equally standard.—Ed.]

In this example, subtract 279 from 1,000, would you teach pupils to say, 9 from 10, 8 from 10, 3 from 10, or 9 from 10, 7 from 9, 8 from 9? W. J. H.

[The philosophic theory is to consider 1,000 to be 99(10) and to proceed accordingly. The old method was to add 10 to the minuend figure when less than subtrahend figure. It has been claimed that the latter was the swifter way, but teachers who have tried both ways in classes of young people, say there is no gain in rapidity. The newer is easily explainable to young pupils. Try taking 16 cents from 25 cents. They change 25 cents into 2 dimes and 5 cents; 25 cents—1 (15) cents.—Ed.]

(1) Who is the inventor of the telephone? (2) Since the water of the ocean is salty, how is there ice around the North Pole? (3) If you point directly to the ceiling what direction would that be? S. M. S.

[(1) Prof. Charles G. Page, of Washington, discovered the principle in 1837. The first telephone was constructed by Philip Reis in 1861. Graham Bell, of Boston, perfected the invention and applied it in practice. (2) The salt does not prevent the water freezing at a sufficiently low temperature. The salt is "frozen out" as it is called—crystallizes out. (3) The Zenith.—Ed.]

(1) Arithmeticians define one billion as a thousand millions, Webster as "a million of millions," from the Latin *bis* and *millio*. Why this conflict? (2) What nation is authority on numbers? E. L.

[(1) The English make a billion a million millions, the French, a thousand millions, which is followed by American mathematicians. (2) No nation seems to be authority, but the French are, as they say out West, a "little ahead" in figures. The English are prejudiced against the French; we are not.—Ed.]

Monsieur Capel, who has been here a few weeks, says that he has compared the Protestant and Catholic schools with great care. The Catholic, he thinks, tend to genuine thinking and make thinkers. The Protestant makes intellectual sausages and mental indigestion. E. S.

[And there is too much truth in it. We show pupils how to study, how to learn, and all that sort of thing, why? To get them ready for examination; mark, not for life, but for examination. Well, one of these days this examination business will come to an end.—Ed.]

I wish to tell you how much I enjoy the TEACHER'S INSTITUTE and what an effect it is having on my work. I read and re-read my numbers, and always find some new idea. The Geography games, given a short time ago I have tried, with great success. I would like to know if any one can suggest any interesting exercise for Grammar—in the properties of nouns, especially. I have tried various methods, but my children do not seem to be interested, and I know the fault lies with me. I have read the letters from Normalville with great

interest. Young in the profession I look eagerly for hints and ideas, both of which I find in your paper.

H. S. B.

I believe that the New Education is the true education, but not having been so fortunate as to see any of its methods in operation, my ideas of it are rather vague. I would like to ask if a sufficiently clear idea of it can be obtained by reading books and papers on the subject, to enable one to apply the principles.

J. J. W.

[We think so. We shall soon have ready "Quincy Methods," which, with Parker's "Talks on Teaching," will give a pretty fair knowledge of the subject.—Ed.]

I have read with great interest the "Letters from Normalville." Now, a word as to the letter of Feb. 9. Is it a peculiarity of all Western architecture, or is it the call for "more light on this New Education" that leads Col. Parker to use as illustration, "windows reaching from floor to ceiling," and how can we do examples who live in the old way; i. e. have paper above and below our windows?

S. J. B.

I would find it hard to tell what the INSTITUTE has been to me the past year. I have never read one paper without thinking "If I only could have had this in the early days of my teaching, I should have accomplished much better results." A thousand thanks for the help which your valuable paper gives me.

L. H. R.

Can you name and give the price of works on (1) "Object Teaching" and (2) "Calisthenics," applicable to the first primary year.

[1] Calkin's "Object Lessons," \$1.00; or his "Manual of Object Teaching," \$1.25, Harper & Bro., N. Y. (2) J. H. Smart's "Manual of Gymnastics," Van Antwerp, Bragg & Co., N. Y.—Ed.]

(1) In what direction does the moon travel, eastward or westward? (2) Please give me the address of some of the best colleges in the U. S. for a course in civil engineering.

J. F. F.

(1) From west to east. (2) Troy Polytechnic Institute, Troy, N. Y., or Lehigh University, Lehigh, Penn.—Ed.]

Our schools have what is called a disorderly class, to which disorderly pupils are sent to remain for five days, or until they have been perfect in recitation and deportment. While there they must keep up with their own class, without the privilege of reciting with them. Sometimes pupils will be there two weeks. This is no cruel or unjust punishment, and it proves a wholesome restraint.

J. J. T.

I am the only teacher in the county who has had normal school training. Imagine sixty teachers in a county, forty of whom are mere boys and girls without education, and utterly ignorant of the first principles of teaching. The soil, however, is getting ready for good seed.

G. T. D.

To whom shall I write to find out about the schools in Texas and South Carolina?

J. L.

[To the State superintendent, who will probably send you an annual report. If you wish more definite knowledge as to particular towns or counties, write to the Supts. of those.—Ed.]

Please explain the principle on which the new time system is founded, giving the names of the different belts, the meridians that determine their time, and the width of each in degrees.

A. E. W.

[A full explanation was given in the JOURNAL of Dec 1, 1883.—Ed.]

Please explain the cause of the war between Great Britain and Egypt.

E. P.

[The war is between Egypt and the Sudan. El Mahdi is instigating a revolt in territory subject to Egypt. England is assisting the Egyptians merely to protect her interests in that country.—Ed.]

In the English language we have two, to, too, two, two, that is three —'s. How would you spell the word "to be supplied."

J. W. B.

[How would you?—Ed.]

Please tell me where I can get Miss Hubbard's "Kindergarten Song and Game Book," and what is the price.

M. W.

[Address J. W. Schermerhorn, No. 4 East 14th St., N. Y.—Ed.]

Which is correct, "these few lines," or "those few lines,"

B. M.

[These, if reference is made to what is near; those, if remote from the speaker.—Ed.]

EDUCATIONAL MISCELLANY.

For the SCHOOL JOURNAL.

EDUCATIONAL MAXIMS.

By E. D. BRINKERHOFF, Roslyn, N. J.

[The following brief maxims have been collected from a variety of sources. Some of them, of course, are of more value than others. Some relate to the pupil, some to the student, some to the teacher. I have not attempted to classify them. They should be studied by the teacher—not merely learned; there is a reason underlying each one.]

1. Development precedes instruction.
2. Know the end from the beginning.
3. Soul reached through the senses.
4. Perceptive faculties first.
5. Necessary first—incidental afterward.
6. Exercise should be left to the pupil.
7. Learn to do a thing by doing it.
8. Reproduction should be constant.
9. Repetition without monotony.
10. Spontaneous effort before superinduced effort.
11. Address the understanding and the memory will take care of itself.
12. From the known to the unknown.
13. From the near to the remote.
14. The unseen formed out of the seen.
15. The concrete before the abstract.
16. Observation before reasoning.
17. With single objects, the particular before the general.
18. The single before the combined.
19. The whole first, then the collection.
20. From the simple to the complex.
21. From the homogeneous to the heterogeneous.
22. With a number of objects, the general before the particular.
23. Present the whole first, then its parts.
24. The incidental before the systematic.
25. Phenomena before laws.
26. Facts before principles.
27. Experiment before science.
28. Knowledge before science.
29. Induction before deduction.
30. Knowledge before synthesis.
31. From the empirical to the rational.
32. Empirical experience before scientific conceptions.
33. Art before science.
34. Present things in logical order.
35. Short steps for little feet.
36. The natural before the artificial.
37. Things before signs.
38. Objects before names.
39. Ideas before words.
40. Thoughts before sentences.
41. Knowledge before definitions.
42. Processes before rules.
43. Get thought before you give it.

DEATHS OF LANGE AND H. D. BARNARD.—Prof. John Kraus writes as follows: "You know, perhaps, that Dr. Richard Lange, of Hamburg, one of the foremost educators in Germany, died on Jan. 10 ult. He was Director of the Model Realschule, at Hamburg, editor of "Froebel's Works," of Schmidt's "History of Pedagogics," and after Diesterweg's death, 1866, editor of the *Rheinische Blätter*. I have seen several erroneous statements regarding Lange and his career, which I shall correct at the next opportunity. The announcement of the death of Dr. Henry Barnard's only son Henry, who passed away Jan. 30, 83 years and 10 months old, was a most painful one, for his own merits and the high standing of his father, arouse all our sympathies."

At a meeting on the 31st of January the Detroit Bar, and at a joint special session of the Common Council, heartfelt tributes were paid to the memory of Henry D. Barnard. One speaker said: "One has left us, who would have been recognized as belonging to the front rank of any community. He was selected to a high post by both parties, and when you can touch the heart of political parties you must have a very remarkable illustration of honesty of purpose, unselfishness, and single heartedness." "Mr. Henry D. Barnard," adds another, "was more than an average man. He received as thorough an education as a man can well receive. His father is one of the greatest educators of the age, and his mother will long be remembered as a queen of society here, and for the sanctity of her life. From his father came his learning and from his mother the re-

markable courteousness of his life. He was rapidly becoming, had indeed already become, an active power for good in public affairs of this city, his influence was daily becoming more and more widely felt."

NEW YORK CITY.

MME. SCHILLER.—The third in Mme. Madeline Schiller's series of afternoon concerts takes place March 29, at Steinway Hall.

PIANO RECITAL.—By advice of his physician, Mr. Rafael Joseffy has postponed his piano recital from Tuesday, March 25, to Saturday, March 29. It will occur then at Steinway Hall at 8 o'clock.

ART STUDENTS' LEAGUE.—In the composition class last Saturday night, Mr. Shirlaw had procured several pictures by celebrated artists and criticized them—instead of the usual work by the students—among them examples of work, by Wm. M. Chase, Carroll Beckwith, Duveneck, and Elihu Vedder. Mr. Shirlaw pointed out the good and bad points of the pictures, giving some new ideas to the students, that had not suggested themselves before. This new movement in the class proved very interesting and should be repeated.

MISS FRANKO'S CONCERT.—Miss Jeanne Franko made her first appearance as a violinist at Steinway Hall, March 23. She made a favorable impression upon the large audience, and acquitted herself well in the techniques of violin playing. Miss Adele Margulies assisted in making the evening a pleasant one, contributing a Tarantelle by Liszt. Mr. Emile Schenck gave a cello solo, a Fantasia, by Grutzmacher, and Miss Rachl Franko sang two songs and an aria from "La Sonnambula."

THE American Institute offer a premium of \$60 (arising from the Bicknell Fund of \$1,000) to the writer of the best essay (if worthy) on the topic, "The New Education: Its Origin, History, Principles, Methods, and Results." (1) The essay will not be limited as to length. (2) It should be written legibly on one side of sheets of essay or sermon paper. (3) It should be sent to the Secretary of the Committee on or before April 1, 1884. (4) The essay receiving the prize becomes the property of the American Institute of Instruction, and may be read at the annual meeting. (5) MSS. should be signed with a fictitious name, and should be accompanied by a sealed envelope containing the real and fictitious name of the writer, P. O. address, etc., with an inclosure of postage-stamps for return of MSS. if not accepted. Address: Thomas B. Stockwell, Providence, R. I.

BROOKLYN.—The concert given at the Historical Society's Hall on the evening of the 22nd, by Mme. Helen Hopekirk, was highly enjoyed by the good-sized audience present. Among the piano solos rendered, Raff's "Am Lorelei-Fels" found especial favor with the audience. Herr Fritz Giese who gave assistance, on the violoncello and Mr. John F. Rhodes who assisted with the violin, showed a gratifying mastery of their respective instruments. The concert was exceptionally fine and altogether delightful. Mme. Hopekirk's last pianoforte recital this season will be given Wednesday evening, April 16, at the same place: Chopin.

THE world moves, and the manager's of the People's Line Steamers are moving with it. For several years travelers to and from New York, who wish to avail themselves of the comforts of the People's Line of Steamers were obliged to buy their tickets and have their baggage checked to Albany, and then rechecked, but they were willing to put up with a little inconvenience for the sake of the pleasure of a delightful sail on the noble Hudson, the luxurious and homelike conveniences afforded by the People's Line. The management have now made arrangements with the N. Y. Central R.R., the news of which will be received with pleasure by the people who reside in central and western New York. Passengers can now be ticketed and baggage checked directly to New York, via the People's Line of Steamers. The conductor on the train, or the ticket agent in the N. Y. C. & H. R. R. depot at Albany will exchange your ticket if you wish for a ticket on the steamer, which will entitle you, if a first class ticket, to passage and stateroom berth. By taking this route one avoids the noise, dirt and confusion incident to railroad travel. You will have ample time for your meals and plenty of room; you will not be hurried or jostled about; you make yourself comfortable in the saloons, which are elaborately fitted up for the public, thus making a trip of pleasure never to be forgotten.

HORSFORD'S ACID PHOSPHATE

DRANK WITH SODA WATER
is delicious. All druggists have it. It is refreshing and cooling. Try it often!

LITERARY NOTES.

Judge Neilson, of Brooklyn, has written a book, soon to be published, entitled "Memories of Rufus Choate."

A paper on the late Sidney Lanier, the poet, has been written for the April *Century* by Dr. William Hayes Ward.

The Manhattan is to have a new cover. The design is by Mr. Frank Lothrop, and is now in the engraver's hands.

Mr. E. P. Roe is writing a serial story for a future volume of *St. Nicholas*, not for *The Century*, as announced.

"The Poetical Works of Edmund C. Stedman," will soon be published in a single volume by Houghton, Mifflin & Co.

A member of a prominent Philadelphia publishing house asserts that the present is an exceptionally dull time for book MSS., of good quality.

Nineteen letters from Lord Byron to his mother, written during his travels on the continent and in the East, sold in London a fortnight ago for nearly \$1,500.

Mr. James B. Cable, a brother of the novelist, has taken up literature as a profession; just now he is publishing in the *Chicago Current* a series of "Southern Silhouettes."

During the last two years of Wendell Phillips's life he kept his pen constantly busy, it is said, and it is believed that some important manuscripts will be found among his papers.

Among the most important of recent historical works is, Schuyler's "Peter the Great" just issued by the Scribners. It is the result of deep study and research, and is published in sumptuous style.

A biography of Hon. Ezra Cornell, founder of Cornell University will be published April 1, by A. S. Barnes & Co. It is prepared by his eldest son, Alonzo B. Cornell, late governor of the State of New York.

The National Temperance Society has issued a new and excellent Temperance Lesson-Leaf for use in Sunday-schools the last Sunday in March. It has been carefully prepared by Dr. C. R. Blackall.

A New York banker advertises for first editions of Emerson, Holmes, Hawthorne, Lowell, Longfellow, Poe and Whittier. For certain scarce volumes he offers \$5 each. May he have the good luck to get them.

The frontispiece of the May *Harper's* will be another of Mr. W. B. Closson's reproductions of great pictures.—"Tue Belle," by Titian. A striking feature of the number will be "Dr. Schliemann: His Life and Work."

The Rev. Dr. R. Heber Newton, whose criticisms of the Bible have produced so great a commotion in the religious world, is preparing an elaborate defense of his position for the April number of the *North American Review*.

Autograph letters sold recently in Paris for the following sums: Louis XIV., 800f.; Elizabeth, 200f.; Cromwell, 160f.; Leo X., 310f.; Frederick the Great, 350f.; Washington, 600f.; Napoleon, 1,000f.; Mme. Roland, 215f., and Wallenstein, 200f.

The first of a unique series of humorous sketches by "Ivory Black," will appear in the May *Century*. These characters are about artists, and the names of the characters are adapted from the pigments with which painters are familiar. The name of the first story in the series is "Rose Madder."

Mark Twain has finished a new book which will form a sequel to "The Adventures of Tom Sawyer;" the new story will recount the extraordinary history of "Huckleberry Finn." It is also reported that he will try his luck with another play: his dramatization of his own book, "The Prince and the Pauper," will be produced before long.

A London correspondent says of Lady Brassey: "If she were a poor woman, working hard to earn her daily bread, she would find it a difficult matter to get her MS. accepted anywhere; but, as she is possessed of every comfort and luxury this world can furnish, she finds ready sale for the literary rubbish she writes off by the yard, and plenty of snobs ready to read it."

A letter from Thackeray addressed "Dear Ned" and heretofore unpublished, appears in the *Pall Mall Gazette*. It is as follows: "Yes, I will try all I can, be sure. But how on earth came you to get into so terrible a scrape? (Is that the right term?) Of course I will aid you—if I can. Johnson was here yesterday. He spoke most highly of you. He is really a good fellow. As I previously said, I will do all I can; but pray write again, (I am very busy), or see me, and let me know all."

Books, March, 1884.

CHARLES SCRIBNER'S SONS, NEW YORK.

Airs from Arcady and Elsewhere. H. C. Bunner. 12mo, cloth, \$1.25.

A volume of exquisite poems.

My House. An ideal. Oliver Bell Bunce. 12mo, paper, 50 cents, leather antique, \$1.00.

Describes an ideal home.

Dr. Johns. Donald G. Mitchell. 12mo, cloth, \$1.25.

A new edition of one of "1k Marvel's" charming stories.

SCRIBNER & WELFORD, NEW YORK.

Tonkin. C. B. Norman. 8vo, cloth, \$5.75.

Essays and Leaves from a Note Book. By George Eliot. Post 8vo, 382 pp., cloth, \$4.00.

J. B. LIPPINCOTT & CO., PHILADELPHIA.

A Wife Hard Won. A love story. Julia McNair Wright. 16mo, ex. cloth, \$1.00.

Kitty's Conquest. A novel. Charles King, U. S. A., author of "The Colonel's Daughter," etc. 16mo, ex. cloth, \$1.00.

Not Like Other Girls. A novel. Rosa Nouchette Carey. 16mo, ex. cloth, \$1.00, paper, 25 cents.

JANSEN, MCCLURG & CO., CHICAGO.

Times of Frederick I. From the Swedish of Prof. Z. Topelius. \$1.25.

A wonderful picture of the condition of Sweden in the period succeeding the "Times of Charles XII."

D. LOTHROP & CO., BOSTON.

Life of Oliver Wendell Holmes. E. E. Brown. 12mo, \$1.50.

A biography of unusual merit. It has also the approval of Dr. Holmes, who has furnished the author with much valuable material.

THOS. NELSON & SONS, NEW YORK.

Self Effort; or, the Mode of Attaining Success in Life. Joseph Johnson. 12mo, 408 pp., cloth, \$1.50.

D. APPLETON & CO., NEW YORK.

Darwinism Stated by Darwin Himself. 12mo, cloth, 360 pag. \$1.50.

Characteristic Passages from the Writings of Charles Darwin. Selected and arranged by Prof. Nathan Sheppard.

The Vicar of Wakefield. Parchment Series. Antique, gilt top. \$1.25.

The chief feature of this reprint is the notes by Austin Dobson, which are full of curious research.

T. Y. CROWELL & CO., NEW YORK.

Cecil's Summer. A story for girls. By E. B. Hollis. 16mo, 188 pp., cloth \$1.25.

Hints to Our Boys. A. J. Symington. 16mo, 170 pp., cloth, 75c.

Suggestions on formation of character.

CASSELL & CO., NEW YORK.

Light in Lands of Darkness. A record of mission-work in many lands. Robert Young. Illustrated. Crown 8vo, extra cloth, \$2.00.

China Painting. Florence Lewis. \$3.00.

This presents some new and valuable ideas on this subject. It has the elements of a great popularity.

E. P. DUTTON & CO., NEW YORK.

Phillips Prook's Sermons. Fifty cents.

A cheap edition, intended to bring these sermons within the reach of all.

J. R. OSGOOD & CO., BOSTON.

Her Washington Season. Mrs. Jeanie Gould Lincoln. A deeply interesting story of life and society at the National Capital.

HARPER & BROTHERS, NEW YORK.

Queen Victoria's Book. 4to, paper, 15 cents. No. 366 in Franklin Square Library.

A Journal of Life in the Highlands, from 1862 to 1882. Edward Bulwer, Lord Lytton. By his son, 12mo, cloth, \$2.75.

His Life, Letters, and Literary Remains. Illustrated by six portraits, eleven wood engravings, and six fac-similes of MSS., etc.

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Airs from Arcady and Elsewhere. H. C. Bunner. New York: Charles Scribner's Sons. \$1.25.

It is saying very little of this volume to affirm that it contains the best society verses that have appeared in many a day. It contains something more:—poetry; it holds the possibility of great things; and, judging the poet by his best, here is no mean fulfillment. Every stanza indicates Mr. Bunner's mastery of metrical technique; everywhere we notice a refined taste, and usually a cultivated artistic spirit.

The rondelets, "She was a Beauty," and "O Honey of Hymettus Hill," show a management and tact in versification that may fairly be termed felicitous. "A Lost Child" displays a witty and delicate fancy; "The Way to Arcady" is original and charming; it has a touch of pathos that renders it altogether beautiful. "The Hour of Shadows" is perhaps the high-water mark of poetry in the volume, and yet it would not seem so satisfying if it were not for that other poem, "As Strong as Death," revealing a capacity for deeper feeling. After all, the poet's function is largely a personal one. We are not ready to consider by itself and on its own merits a poem bearing no relation to our personal experience; it is almost impossible in the nature of the case that we should. We fain would look into the poet's heart and inquire if it have deeper tones according with our own. The poet deals with his readers soul to soul, and only as he enters with sympathy into universal emotions can he earn the common sanction of his peculiar passion; only as he joins the songs of others will they listen to his own. But this universal sympathy cannot be simulated. Mr. Bunner is a true poet; he has the spirit in him, if the more earnest of these poems are not deceptive; and if he will only allow this spirit to blaze out, thinking less of the form, the latter will take care of itself, and there seems little reason to doubt that his may become "one of the few, the immortal names."

"Poetry and the Poet," and "Home, Sweet Home, with Variations," are just the thing for Puck; they are funny and ingenious; the "Variations" are a particularly creditable sort of jugglery; but they are not worthy of the author's talent; this is of too high an order to be wasted on polite art. It is to be hoped that he will, in subsequent efforts, insist on occupying his own niche.

MANUAL OF THE SCHOOL LAWS OF THE STATE OF NEW YORK. C. T. Pooler. New York: E. L. Kellogg & Co. 25 cts.

This little book is one that every teacher and school officer in N. Y. State has long needed. The object of the author is to place within their reach a knowledge of existing school laws. Many difficulties which end finally in the courts arise from ignorance of the law. A small sum spent in obtaining information before the disputes arise would save the large one that must be paid to settle it. The matter is gathered under appropriate heads—Voters, Census, Meetings, Trustees, Teachers, Clerk, Supervisor, Commissioners, etc. Mr. Pooler has made a careful collection of the laws that affect all parties connected with the school. His great familiarity with school laws is widely known. In an appendix he speaks of the rights of parents, teachers and children, and so the book will be found quite indispensable to teachers and school officers and ought to have a wide sale. It is printed in clear type and bound neatly in durable cloth.

TIMES OF FREDERICK I. From the Swedish of Prof. Z. Topelius. Chicago: Jansen, McClurg & Co. \$1.25.

Prof. Topelius has drawn a wonderful picture of the condition of Sweden in the ever-memorable period succeeding the "Times of Charles XII,"—a period of exhaustion entailed by the brilliant exploits of the great warrior. We find Sweden, newly shorn of many rich provinces, indulging in a breathing spell, a nation of old men and babes, at the mercy of combined Europe; a nation recoiling from a suet of blood, the brave too deeply wounded without and within to draw a sword, while party aspirants are quarreling like vultures over the fallen but still breathing body of Patriotism. This striking picture, drawn by the hand of a master, is the sombre background upon which is wrought out a charming and romantic story.

THE BOWSHAM PUZZLE. By John Habberton. New York: Funk & Wagnalls. 25 cents.

The author's ingenious mind has evolved a plot which at once excites and evades the reader's curiosity to a most amusing degree. In reading the riddle he takes us through some rather exciting events, and brings us into contact with some interesting characters. The

chief merit of Mr. Habberton's work consists in its portrayal of village life. There is a homely humor under-running the story that adds much to the reader's enjoyment.

MAGAZINES.

The April *Popular Science Monthly* is an especially strong, varied, and valuable number. The opening paper is by Herbert Spencer on a subject of great public moment—the decay of the sentiment of personal liberty, and the rapid growth of the system of legislative interference and coercion—which he discusses under the title "The Coming Slavery." "A Defense of Modern Thought," by W. D. Le Sueur, is a vigorous reply to the Bishop of Ontario on "Agnosticism." W. Mattieu Williams' "Chemistry of Cookery," Dr. Oswald's "The Remedies of Nature," "Photographing a Streak of Lightning," by Gaston Tissandier; "Why the Eyes of Animals shine in the Dark," by Swan M. Burnett, M. D.; and "The Electric Railway," by Lieutenant B. A. Fiske, U. S. N., are timely and important papers. "Methods of Instruction in Mineralogy," by M. E. Wadsworth, Ph. D., of Harvard University, indicates the sort of drill that scientific educators wish to substitute for Greek.

Lippincott's Magazine for April opens with a pleasing article on "New Germantown and Chestnut Hill." The illustrations are from original designs by J. Pennell and C. P. Weber. They are excellent. "In the Kauri Forests of New Zealand," by Miss F. C. Gordon Cumming, is a simple but graphic narrative, replete with information. "How the Roman spent His Year" is a popular paper by Prof. William F. Allen; "Glimpses of the Queen's Negroes," by Arthur P. J. Crandall; "A German Novel," by Horace M. Kennedy, and "Some New Anecdotes of Heine," by William R. Thayer, are all good. The continuation of "The Perfect Treasure," by F. C. Baylor, is clever and entertaining, and the beginning of another short serial, "At Last," by Annie Potter, promises well; "Her Lover," by Louis Stockton, is a well-contrived story, and "April Fish," by M. J. Barnett, is appropriate. Other short papers should not be overlooked.

In *The Continent* monthly edition for April, perhaps the most startling feature is the announcement that Robert T. Lincoln—the son of "Old Abe" and Secretary of War, is the "Coming Man." A full page portrait of Mr. Lincoln, forms the frontispiece to the number. A new story by the author of "Arius the Libyan," entitled "Dorcas, the Daughter of Faustina," gives a charming picture of the domestic life of the early Christians in Rome. The illustrations are by Mr. Will H. Low. Of special interest to artists and art lovers, is an illustrated article by Henry Blackburn, the English art critic on the "Value of a Line." Dr. Henry C. McCook continues "The Tenants of an Old Farm," and Judge Tourgeé shows that his system of National Education should be maintained until it has done its work.

Whether the United States are to regain their former rank as a commercial and naval power, is discussed in the *North American Review* for April, by Hon. Nelson

Dingley, M. C., who opposes the project of admitting foreign built ships to American register, and by Capt. John Codman, who is a zealous advocate of that measure. Judge J. A. Jameson asks, "Shall Our Civilization be Preserved?" Rev. Dr. Philip Schaff gives a sketch of the "Development of Religious Freedom;" Dr. Felix L. Oswald writes of "Changes in the Climate of North America," with special reference to disastrous floods. Prof. C. A. Eggert offers "A Plea for Modern Languages" and Julian Hawthorne discourses of "Literature for Children." Finally, there is a discussion of "Recent Criticisms of the Bible," by Rev. Dr. R. Heber Newton and the Rev. A. G. Mortimer.

The Manhattan is certainly enterprising. The leading paper of the April number, "Edwin Booth," by Henry C. Pedder, could hardly be more reasonable than at present. It is very liberally illustrated. Other leading illustrated papers are "Rothenberg in Bavaria," by Elizabeth E. Evans, illustrated by Walter J. Fenn; and "Jasper Francis Cropsey, N. A.," by Wm. Henry Forman. Julian Hawthorne contributes "An Autobiographical Romance," Matthew Arnold, a paper on Literature and Science, "Edna Dean Proctor, a poem," "El Mahdi to the Tribes of the Soudan," E. V. Smalley notices "Recent Tendencies in American Journalism," and an interesting installment is given of Edgar Fawcett's "Tinkling Cymbals," "Recent Literature," "Town Talk," and "Salmagundi," all contain good reading.

Wide Awake for April well deserves its name. It is as beautiful and attractive as any magazine could be. Among the best illustrated contributions are "A Maple Sugar Camp," by Amanda B. Harris; "Through France on Sabots," by W. P. Bodfish; "The Ant and the Grasshopper," by Mrs. Clara Doty Bates; "The Procession of the Zodiac," by Margaret Johnson, and "In No-Man's Land," by Elbridge S. Brooks. There are many other interesting articles, poems and stories by favorite authors.

NOTES.

Miss Woolson, it is said, never had a manuscript returned.

The first volume of Mr. Blaine's book is already finished. At the regular percentage the author will receive seventy-five cents for each set sold, as \$7.50 is the price of the two volumes. It is estimated that he will make anywhere from \$100,000 to \$250,000 on the general sale.

Mrs. Harriet Beecher Stowe contradicts the statement of her first publisher, Mr. J. P. Jewett, to the effect that she would have taken \$100 for "Uncle Tom's Cabin," and considered herself well paid. She says: "I was not altogether such a fool as he represents, although I must confess I was surprised at the extent of the success." Mr. Derby published Mrs. Stowe's next best book, "The Minister's Wooing," which her brother, the Rev. Henry Ward Beecher, told him the other day was the only one of her books, except "Uncle Tom's Cabin," that he had ever read.

Writing to the Cincinnati tree planters, Dr. Oliver Wendell Holmes said: "I have written many verses, but the best poems I have produced are the trees I planted on the hillside which overlooked the broad meadows, scalloped and rounded at their edges by loops of the sinuous Housatonic. Nature finds rhymes for them in the recurring measures of the seasons. Winter strips them of their ornaments and gives them, as it were, in prose translation, and summer reclothes them in all the splendid phrases of their leafy language. What are these maples and beeches and birches but odes and idylls and madrigals? What are these pines and firs and spruces but holy hymns, too solemn for the many-hued raiment of their gay deciduous neighbors."

A life of the "Autocrat," by E. E. Brown, will be issued by Messrs. Lothrop next week. The writer of this biography is a woman; she has had the assistance, or at least the consent, of Dr. Holmes in gathering material.

BOOKS RECEIVED.

Song Treasures. No. 1 and 2. New York: E. L. Kellogg & Co. 10 cts. each.
Schools and Studies. B. A. Hinsdale, A.M. Boston: James R. Osgood & Co.
My House. Oliver B. Bunce. New York: Charles Scribner's Sons.
Doctor Johns. Donald G. Mitchell. New York: Charles Scribner's Sons. \$1.25.
Airs from Arcady and Elsewhere. H. C. Bunner. New York: Charles Scribner's Sons. \$1.25.
A Primary Geography of the State of New Jersey.
China Painting. Pirenos Lewis. New York: Cassell & Co. \$3.00.
Lessons in Figure Painting. Blanche Macarthur. New York: Cassell & Co.
Quizzism and Its Key. Albert P. Southwick, A.M. Boston: N. E. Pub. Co.
Swinton's Readers. (Graded Selections.) New York and Chicago: Iverson, Blakeman, Taylor & Co.
Butler's Atlas. Arranged by C. H. Browne. Philadelphia: E. H. Butler & Co.
Times of Frederick I. Z. Topelius. Chicago: Jansen, McClurg & Co.
The Bowsham Puzzle. John Habberton. New York: Funk & Wagnalls. 25 cents.
Bound Together: A Sheet of Papers. Donald G. Mitchell. New York: Charles Scribner's Sons. \$1.25.
Teaching of the Twelve Apostles. Edited by Roswell D. Hitchcock and Francis Brown. New York: Charles Scribner's Sons. 50 cents.
Ploetz's Epitome of Universal History. Carl Ploetz. Translated by William H. Tillinghast. Boston: Houghton, Mifflin & Co.
New York School Laws. C. T. Pooler. New York: E. L. Kellogg & Co. 25 cents.
Dr. Barrington's School. Henry Ogden. New York: G. P. Putnam's Sons. \$1.00.

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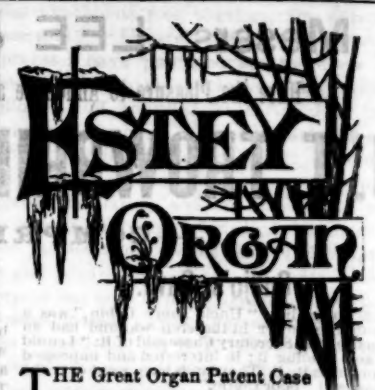
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